



SDP Priority School/Individual Requirement	CPD	Who & Impact	
Sustain our exceptional outcomes in Reading, Writing and Maths.	Fluency training; Teaching Grammar by the Book; DfE Writing Framework; Y6 writing moderation; Teaching for Mastery core work groups.	AM, EH, SM, teaching staff	CPD strengthened fluency, grammar, writing assessment and maths mastery. EOY KS2: Reading 88.2% EXS (average scaled score 109.79), Writing 91.2% EXS, Maths 94.1% EXS (average scaled score 110.36), GPS 91.2% EXS (average scaled score 111.06) and Science 91.2% EXS. RWM combined was 82.4%.
Targeted support for bottom 20% readers, EAL pupils, and those with gaps.	Fluency training; Look and Say whole-word reading; dyslexia identification and intervention; NELI/oral-language training; research into blending, auditory processing and sentence-writing support.	AM, SM, KM, JC, EH	Staff developed targeted literacy and language strategies. EOY indicators include 90.0% meeting the Y1 Phonics Screening Check, above the Arbor national average of 82.6% and at the 98th percentile. EYFS outcomes were 88% in word reading, 84% in comprehension and 84% in writing.
Maintain Bug Club SSP for pupils with a reading age below 8.	Fab Phonics / Learning Lady training; EY specialist advice on phonics and tricky-word recall.	EH	Improved knowledge and fidelity in phonics teaching. The Y1 Phonics Screening Check outcome was 90.0%, compared with an Arbor national average of 82.6%, placing the school at the 98th percentile.
White Rose Maths monitored closely, with extra focus on KS1 high attainers and times tables fluency.	Teaching for Mastery core work groups: lesson observation, lesson study, collaborative walkthroughs, fluency assessment, action planning and impact review.	AM, SM, SLT	Enhanced mastery, reasoning and fluency practice. EOY KS2 Maths: 94.1% EXS, 55.9% GDS and average scaled score 110.36. Multiplication Check mean score was 24.61/25 (98th percentile), with 66.7% scoring 25. KS1 Maths: 87.0% EXS and 26.1% GDS.
Writing visible and high profile across all subjects.	Teaching Grammar by the Book; DfE Writing	AM, EH	Grammar and writing progression and moderation knowledge strengthened. EOY KS2: Writing 91.2% EXS and 26.5% GDS; GPS

	Framework; language-rich environments and early writing; Y6 writing moderation.		91.2% EXS with an average scaled score of 111.06. KS1 Writing: 78.3% EXS. EYFS Writing: 84% expected.
Target: 93%+ at EXS in Reading/Maths, 88% in Writing; 40%+ at GDS in Reading/Maths, 35% in Writing.	CPD above supported the teaching, assessment and intervention needed to pursue these outcomes.	Teaching staff/leaders	EOY KS2 targets were met/exceeded in Maths EXS (94.1% against 93%), Writing EXS (91.2% against 88%), Reading GDS (44.1% against 40%) and Maths GDS (55.9% against 40%). Reading EXS was 88.2% against 93% and Writing GDS was 26.5% against 35%. RWM combined: 82.4% EXS and 20.6% GDS.
More challenge for the most able in all core subjects.	Teaching for Mastery observations and walkthroughs; White Rose challenge resources; new-to-subject-leadership training.	SM, AM, teaching staff	CPD strengthened evaluation of challenge and progression. EOY KS2 GDS: Reading 44.1%, Maths 55.9% and Writing 26.5%. KS1 GDS: Reading 21.7%, Maths 26.1% and Writing 0%. Outcomes show strong higher attainment in KS2 Reading/Maths, with Writing remaining a development priority.
Formative assessment to identify pupils ready for GDS.	Number-fluency assessment; Reception/EYFS data and Profile assessment training; writing and mathematics moderation.	AM, EH, SM	Assessment training improved identification of next steps and secure judgements. EOY outcomes show differentiated attainment: KS2 GDS was 44.1% in Reading, 55.9% in Maths and 26.5% in Writing; KS1 GDS was 21.7% in Reading, 26.1% in Maths and 0% in Writing.
Personalised support and stretch tasks.	SEND curriculum pathways and adaptive teaching INSET; Teaching for Mastery; dyslexia, PDA, auditory-processing and social-communication development.	Relevant teaching/support staff	Staff developed scaffolding, adaptive-teaching and bespoke-pathway strategies. Overall EOY attainment remained strong: KS2 RWM combined 82.4% EXS; KS1 RWM combined 73.9% EXS, at the 84th Arbor national percentile. Subgroup impact should continue to be evaluated separately.
Target: At least 40% GDS in Reading/Maths and 35% in Writing by July 2026.	Challenge, formative-assessment and moderation CPD recorded above.	Teaching staff/leaders	The 40% KS2 GDS target was exceeded in Reading (44.1%) and Maths (55.9%). The 35% Writing GDS target was not met, with 26.5% achieving GDS. RWM combined GDS was 20.6%. Writing at greater depth remains a priority.
Close progress and attainment gaps while raising attendance.	SEND curriculum pathways/adaptive teaching; Shine MAT SEN meeting; supporting previously looked-after children; dyslexia and communication CPD.	EH, HL, SM, RW, SMu, KL, KM, JC	Staff strengthened their understanding of adaptive teaching, bespoke curricula and barriers affecting SEND, disadvantaged and previously looked-after pupils.

Interventions and monitoring adapted regularly for FSM6 and SEND pupils.	Adaptive teaching and bespoke pathways INSET; Shine MAT SEN curriculum work; BSquared/SEND practice; dyslexia, PDA, auditory-processing and social-communication learning.	EH, HL, SM, RW, SMu, KL, KM, JC	Increased staff capacity to assess pupils against appropriate curricula and adapt interventions for communication, processing, regulation and literacy needs.
Target: 85% of SEND pupils make expected or better progress; SEND/non-SEND gap reduced by 10%.	CPD above supported personalised assessment, intervention and adaptive teaching.	Teaching/SEND staff	The CPD supported more personalised assessment and provision. Progress against the numerical SEND targets is not recorded within the individual CPD logs.
Behaviour and Attitudes			
Embed respect, inclusion and responsibility across the school.	Resilience training; supporting previously looked-after children; bereavement training; Kapow RHSE 2026 update; spirituality training.	EH, HL, RW, SMu, KM, KL, KV, JC	Training strengthened inclusive, values-led and trauma-informed practice. EYFS/KS1 pupil voice: 100% felt included and 99% said children are kind to them. KS2: 98% said children treat one another kindly and respectfully always/most of the time; all pupils responded positively about feeling included and valued. 96% felt able to be themselves always/most of the time. EYFS EOY PSED: 88% self-regulation and 92% managing self/building relationships.
Worship reflects diversity of cultures and perspectives.	Spirituality training; Church School Partnerships webinar; Young Voices training including signing and inclusive participation.	EH, RW, KM, JC, AM, HL	Spirituality and partnership CPD developed inclusive worship and participation. KS2 pupil voice provides strong evidence: 99% said different backgrounds, cultures and beliefs are always respected and 1% said most of the time, giving a 100% positive response.
Every child celebrated through the Christian Values Award.	Spirituality and Christian distinctiveness development.	EH, RW, KM, JC	Spirituality and Christian-distinctiveness training strengthened staff understanding of celebrating Christian values. Pupil voice supports the impact of the values culture: 99% of EYFS/KS1 pupils said children are kind to them and 98% of KS2 pupils said children treat one another kindly and respectfully always/most of the time. Award coverage should be evidenced separately.
Pupil voice shows all children feel safe and respected, with fewer behaviour incidents recorded.	Safeguarding/KCSIE; online safety; Prevent; reasonable force; resilience and wellbeing development.	All relevant staff	Safeguarding, online-safety, Prevent and wellbeing knowledge was updated. EYFS/KS1: 100% felt safe, safe at playtime, knew who could help, felt listened to, knew how to stay safe online and felt included. KS2: 100% gave a positive safety response; 100% felt safe at play/lunch and knew how to stay safe online; 99% believed an

			adult would always/mostly help. All pupils answering the bullying follow-up reported at least some adult help.
Early Years			
Maintain Outstanding practice and smooth transition to Year 1.	Strong Foundations; Reception RISE assessment/data programme; EY specialist meetings including transition and EY Profile discussion.	EH	EYFS CPD strengthened provision, assessment and transition planning. EOY GLD was 80%, equal to 2024/25, above the Arbor national average of 73% and at the 76th percentile. Literacy outcomes were 84% comprehension, 88% word reading and 84% writing; Mathematics was 84% in number and numerical patterns.
Use ECERS-3 audit and ShREC strategies to develop provision.	Best Practice in the Early Years; EEF ShREC guidance; Strong Foundations; EY specialist meetings; Reception RISE webinars.	EH	Understanding of high-quality interactions and provision deepened. EOY EYFS outcomes included 84% expected in listening, attention and understanding; 80% speaking; 88% self-regulation; 92% managing self and building relationships; and 100% gross motor. ECERS-3-specific training was not recorded.
Strengthen phonics and early maths (NCETM mastery) with targeted support for the bottom 20%.	Fab Phonics; Reception RISE Early Maths; NELI courses and oral-language webinar; phonics intervention and echo-reading research.	EH, KM, JC	Improved phonics, early-maths and oral-language practice. EOY: Y1 Phonics Screening Check 90.0% (Arbor national average 82.6%; 98th percentile). EYFS: word reading 88%, writing 84%, comprehension 84%, number 84% and numerical patterns 84% expected.
Target: GLD above 81%.	EYFS provision, assessment, phonics, early maths and language CPD recorded above.	EH, KM, JC	EOY GLD was 80%. The target of above 81% was narrowly not met; however, the outcome matched 2024/25, exceeded the Arbor national average of 73% and placed the cohort at the 76th percentile.
Personal Development			
Broaden cultural understanding and inclusivity.	Kapow RHSE 2026 update; spirituality and Church School Partnerships; Young Voices; curriculum-resource showcase.	EH, AM, HL, RW, KM, JC	Staff understanding of inclusion, representation and cultural learning broadened. KS2 pupil voice: 100% said different backgrounds, cultures and beliefs are respected (99% always; 1% most of the time), and all pupils responded positively about feeling included and valued. EYFS EOY: 80% expected in People, Culture and Communities and Past and Present; 84% in The Natural World.
Community engagement and cultural exchange embedded in curriculum.	Church School Partnerships; Young Voices workshop; RHSE update; curriculum-resource showcase.	EH, AM, HL	CPD generated approaches for community partnership, cultural participation and enrichment. KS2 pupil voice showed a 100% positive response that different backgrounds, cultures and beliefs are respected. EYFS EOY outcomes included 80% expected in People, Culture and Communities and 80% in both Creating with Materials and Being Imaginative and Expressive.

Pupil work and voice evidence greater appreciation of diversity.	Diversity/equity, RHSE, spirituality and community-partnership learning recorded above.	Relevant staff/leaders	Pupil voice provides strong evidence of appreciation and inclusion: 99% of KS2 pupils said different backgrounds, cultures and beliefs are always respected and 1% most of the time; all responded positively about feeling included and valued. EYFS/KS1: 100% felt included and 99% said children are kind. EYFS curriculum outcomes included 80% expected in People, Culture and Communities and Past and Present, and 84% in The Natural World.
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